

**2019-2020 School Action Fund - Planning****COMPETITIVE GRANT Application Due 5:00 p.m. CT, May 2, 2019**

NOGA ID

Elementary and Secondary Education Act of 1965 (ESEA), as amended by P.L. 114-95, Every Student Succeeds Act (ESSA), Title I, Part A, Section 1003, School Improvement

Authorizing legislation

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue

Austin, TX 78701-1494

Grant period from **July 1, 2019 to July 31, 2020**☒ Pre-award costs are not permitted.**Required Attachments***No attachments are required to be submitted with this application.***Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant InformationOrganization **Galveston ISD** CDN **084902** Vendor ID **1746000921** ESC **4** DUNS **079397204**Address **3904 Ave T** City **Galveston** ZIP **77550** Phone **409-766-5100**Primary Contact **Annette Scott** Email **annettescott@gisd.org** Phone **409-766-5122**Secondary Contact **Sylvia Andrews** Email **sylviaandrews@gisd.org** Phone **409-766-5116****Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **Kelli Moulton** Title **Superintendent**Email **kellimoulton@gisd.org** Phone **409-766-5121**Signature  Date **4/30/2019**Grant Writer Name **Annette Scott** Signature  Date **04/30/2019**☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is **not** an employee of the applicant organization.RFA # **701-19-107** SAS # **438-20****2019-2020 School Action Fund - Planning**

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Shared Services Arrangements

☒ SSAs are **not permitted** for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
According to the 2018 CCMR Readiness Data table, only 4% of the graduates met the CCMR criteria. Based on this evidence, AIM students need additional resources to ensure that they are College, Career, and Military Ready.	AIM will improve instruction to insure students meet TSI criteria in reading and math. AIM students will also enroll in dual credit courses in Reading or Math or complete three dual credit courses in other areas. AIM has become part of No Excuses University and will have access to professional learning and CCMR resources. AIM intends to use funds for online resources to support learning.
Based on 2018 data, the District had at least 20 students in the 8th grade who are overage and would benefit from AIM expanding the number of seats by 25% .	AIM will increase the number of seats for students in the middle school but specifically students who are overage so that they can accelerate and get on track with their peer group. AIM will combine face to face instruction and online learning. AIM intends to use funds to research and pilot evidence based models.
Approximately 90% of the students currently attending AIM are identified at risk requiring additional support to meet their needs.	AIM will implement research-based SEL curriculum and supports to address the needs of its students. Teachers will be trained in the curriculum and the implementation of strategies to support building resilient students. AIM intends to use funds to support teacher development in SEL models.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By July 2020, at least 75% of AIM students will be on track to meet the Post-secondary readiness standards as reported through the Texas Education Agency as a result of expanded educational options piloted by the faculty and staff.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

AIM will use career interest survey data to determine student CTE requests as baseline data.

By September 27, 2019, AIM will pilot 2 career pathways through eDynamic Learning as alternatives to attending Ball High.

By October 1, 2019, 100% of AIM students will have an SEL plan and the opportunity to participate in SEL curriculum.

Leadworthy Teen Leadership will be implemented as a face to face high school elective to support students' social emotional development.

Measurable Progress (Cont.)

Second-Quarter Benchmark

By January 31, 2020, 50% of AIM students enrolled in CTE courses will be on track to earn an industry certification through eDynamic Learning.

By January 31, 2020, 100% of the AIM staff will be involved in evaluating "Best-fit" models for AIM.

Third-Quarter Benchmark

By April 3, 2020, 75% of AIM students enrolled in CTE courses will be on track to earn an industry certification.

By May 1, 2020, 100% of the AIM staff will be able to make a recommendation for a model for AIM.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

AIM College and Career Preparatory Academy is on TEA's list of schools needing Comprehensive Support. AIM is a non-traditional 6 - 12 campus serving a large at-risk population. The campus is small enough for the faculty and staff to monitor student performance and program implementation daily. The faculty and staff know the students. The principal currently holds Accountability talks with the teachers to check on the progress of each student and to check on the teachers. With the implementation of the School Action Fund Planning initiative, the principal will work with the team to align the School Innovation Plan to the goals and benchmarks that have been submitted as part of the grant. The principal will also be engaged with the Superintendent and the Cabinet keeping them abreast of the progress that is being made. Through Systems of Great Schools, the District has access to a Executive Advisor who can serve as a thought partner. In addition, through the participation in Systems of Great Schools, the District team will be able to assist the principal in connecting with other network schools who may be similar. By having the opportunity to not only research models, but to implement small pilots supports the AIM faculty in making more informed decisions as to what will work with the students they serve. The district is committed to ensuring that every school in Galveston ISD is a high performing school. The data gleaned from the implementation of this grant will help in the decision making as it relates to AIM.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2020 School Action Fund - Planning Program Guidelines.
- ☒ The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019-2020 School Action Fund - Planning Program Guidelines, and shall provide the Texas Education Agency and the matched school action technical assistance provider, upon request, any performance data necessary to assess the success of the program.
- ☒ The applicant provides assurance that it will contract and work in good faith with the TEA vetted and matched school action technical assistance provider and agency-provided technical assistance.
- ☒ The applicant will budget at least 25% of the total award as "Matched School Action Technical Assistance Provider" on schedule 6200.
- ☒ The applicant assures that contracts with matched school action technical assistance provider will be negotiated and signed by October 1, 2019.
- ☒ The applicant assures that a project manager will be identified. Please note: this position may be funded by other fund sources.
- ☐ The LEAs pursuing a partner-managed model assure that a financial spending analysis will be performed in accordance with TEA requirements.
- ☒ The applicant assures that all fidelity of implementation revisions will be complete on or before October 15, 2019.
- ☒ The applicant assures access will be provided for onsite visits to the LEA and campus by TEA and its contractors.
- ☒ The applicant assures attendance and participation in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
- ☒ The applicant assures that an implementation plan, using a TEA approved format, will be developed with the school transformation partner by June 1, 2020.
- ☒ The applicant assures partners operating campuses under the partner-managed option must commit to Lone Star Governance participation.
- ☐ The applicant assures Pre-K "New Schools" will designate a feeder comprehensive campus by May 1, 2020.
- ☐ **For LEAs pursuing the Create a new school action model:** The applicant assures that enrollment at a new school must prioritize students attending or zoned to a 2018-2019 Comprehensive and/or Targeted school.
- ☐ **For LEAs pursuing the Partner-managed model:** The applicant assures commitment to the Adoption of Model Authorizing policy and participation in the Texas Authorizer Leadership Academy.

Statutory Requirement

Please refer to the Program Guidelines page 9 and address the six questions below:
1)

AIM College and Career Preparatory Academy is non-traditional school educating at-risk students grades 6 – 12. AIM is listed as Comprehensive Campus. The campus is listed as such because it did not meet the CCRM requirements. The faculty and staff at the campus have worked with District leadership to put systems in place to make sure the campus meets the indicator. The District and the campus have worked together to conduct a data analysis to determine the root causes that lead to the accountability outcomes AIM. The campus and district will continue to work together to determine interventions and services that are needed to ensure the success of every AIM student. AIM currently works with a Personal Service Provider (PSP) who meets with the principal and her team monthly to monitor progress of the Targeted Improvement Plan. In addition, the campus team has used the information from the School Performance Framework to help identify interventions and supports available to them.

2)
Galveston ISD is a Title school-wide district. The campus plans outline how those funds will be spent. Title funds are monitored by Dr. Annette Scott, Assistant Superintendent for Curriculum and Instruction. Requests flow through the Curriculum and Instruction Office to ensure that the schools comply with EDGAR and district guidelines. On the request form for materials/supplies/contracted service providers, the principal lists the objective the campus is addressing and gives a brief overview of how the request supports the objective. The Curriculum and Instruction Office moves the request on to the Business Office for processing.

a)
Dr. Scott shepherds the planning process and works closely with the principals to ensure that their Title funds support their campus initiatives and are supplemental to those initiatives. Campuses use Plan4Learning as the tool to develop and review the plans. The campus plan is a living document. The principals and their site teams conduct a minimum of four reviews of their campus plans.

b)
Galveston ISD uses a School Performance Framework to garner additional information about school performance. Cabinet Level leaders discuss the district actions that may be taken as the result of a school's performance. The redistribution or the addition of Title funds are considered if the action calls for additional supplemental supports, curriculum or interventions as examples.

3)
Galveston ISD vets external partners a number of ways. Depending on the project, the district will submit a Request for Proposal which details the scope of the work and the specific characteristics the district needs the partner to have to fulfill the project. GISD adheres to the RFP process and makes a determination whether to award or not award to a partner. Galveston ISD is part of a System of Great Schools Network. The Executive Advisor provides a wealth of knowledge and assists by helping the district to find appropriate resources to support its initiatives. The district has also works closely with the Educational Service Center to access programs and people to help facilitate its needs. GISD contacts other school districts who have been successful implementing a similar project/initiative to gain insight into the partners who have done outstanding work for them. The District engages in a fact finding mission by asking a series of questions to determine if the external partner is a good fit for GISD. We use a matrix to screen interested partners and then we invite them for an onsite interview/presentation or we go to the site where they have done work to see it firsthand. We use a team to review the partners' proposals/credentials and to make recommendations to the final decision makers.

Statutory Requirement (Cont'd)

4)

The School Action Fund Planning Grant will supplement the services that currently exist in Galveston ISD. The funds will not supplant any state requirements or activities that previously received state or local funds. None of the funds for the School Action Fund Planning Grant will be used to supplant any existing program or service. Grant funds will be used to expand educational options for targeted students and to coordinate services that benefit students in new ways. The District will work with the schools to ensure the coordination of Title Funds, IDEA, Career and Technical Education Funds, local education dollars are used effectively and appropriately. Records will be maintained on all expenditures by budget function class-object code, and year of entitlement (appropriation), in accordance with the provisions of the Financial Accountability System Resource Guide.

5)

The Superintendent's Leadership Team meets weekly to assess the needs of the district and the adjustments that need to be made to address those needs. The Team considers what is best for the entire district and what campuses need to accomplish their goals.

The Team solicits input from a variety of stakeholders which include the District Administrative Team which represents all campuses and all departments throughout the District. Community members are also involved to get other perspectives. The District Education Committee which is comprised of parents, teachers and other representatives have the opportunity to share their viewpoints.

Policy revisions are sent to TASB Policy Service. The Board reviews the local policies and takes action.

6)

The school action will incorporate research from *Balanced Leadership for Powerful Learning* and Ted Dintersmith's *What School Could Be*. Balanced Leadership is comprised of tools that assist the school in establishing a clear focus, managing change, and creating purpose. The Exploratory planning option supports the district's effort to plan for a "best fit" action for AIM. The campus team will be able to implement strategies that will improve teaching and learning. The campus has been selected to be a part of "No Excuses University" which incorporates a systematic approach to school improvement. The staff will use some of these strategies in determining the best approach for AIM.

TEA Program Requirements

TEA Program Requirement 1: Please identify one of the following eligible school action models. Once selected, please indicate whether the school action model will be district or partner managed. ***Note:** The district or partner managed option should only be selected if the LEA chooses from one of the following school action models: "Restart a struggling school" or "Create a new school". Additionally, the LEA may only select the partner-managed option for the "Replicate a successful school model".

Select one school action model below:

Select how model will be managed:

- ☐ Restart a struggling school
- ☐ Create a new school
- ☐ Replicate a successful school (must select Partner-managed option)
- ☐ Reassign students from a struggling school (type of model management does not apply)
- ☒ Exploratory planning (type of model management does not apply)

- ☐ District-managed
- ☐ Partner-managed

TEA Program Requirement 2: Please describe the following:

a) Please describe the evaluation process and criteria utilized for selecting the school action model.

During the March Accountability Meetings with the principals, the Superintendent's Cabinet had each principal review the School Performance Framework of his/her campus and share the insights around the measures. Principals were invited to submit an Innovation Proposal or a "Request for Autonomy" in an area listed from the District's Menu of Interventions. As part of their proposal submission, principals were asked include a Needs Assessment. They were to include campus goals that emerged as a result of their needs and tie those goals to the Board's Student Outcome Goals. They also had to submit their plan to measure the progress of their goals and their plan for evaluating the effectiveness of their implementations.

The principal at AIM recognizing the uniqueness of her campus as a non-traditional school serving highly at-risk students in grades 6 - 12 requested support in seeking options to expand seats in grade 8. She also requested the opportunity to open up more seats for her high school students to take Career and Technical Education courses at the traditional high school. The plan that she and her team developed showed evidence that she is seeking best-fit options for students who have difficulty succeeding in a traditional school setting. The principal and the PSP watched the webinar about School Action Fund. The Superintendent's Cabinet supported the decision to apply for the grant and supported the option of Exploratory Planning because the school leader team is engaged in researching and piloting practices that impact her student population.

TEA Program Requirements

b) Please describe the district vision for improving the campus(es) or engaging in a thoughtful planning process to implement a school action.

Galveston ISD is a part of the System of Great Schools Network. Our fundamental belief is that every student deserves a seat in a high performing school. We want all of our schools to be great schools. In keeping our commitment to make that happen, we provide our parents with choice options. Our campuses have the opportunity to innovate and create learning environments that ignite passion for learning and propel students through meaningful learning experiences. Galveston ISD has created a School Performance Framework that provides parents, community stakeholders and the faculty at each school additional information about how the school is meeting the needs of the students. District leadership reviews the performance of each of its schools and makes recommendations about support for that school based on a Menu of Interventions which lists options such as "Expand seats; Expand freedoms/opportunities to innovate; Enhance school model; Close or merge a school; Provide supplemental supports" as few examples. Principals are invited to submit proposals for innovations that they would like to pilot at their campuses.

Critical to any school's success is the principal and the instructional team. Galveston ISD is committed to staffing every school with talented principals who can mobilize their team and their communities to meet high academic expectations. We fill the School Performance Framework plays an integral part in engaging principals and their leadership teams in a thoughtful planning process to implement a school action.

c) Please describe how the grant aligns to and accelerates the district's broader strategy and theory of action.

The School Action Fund Planning Grant will allow AIM and the district to explore various models that may yield outstanding results for the students and staff for improving performance. Galveston ISD believes every student should have a quality educational experience. In order to make sure that happens, the district has to identify how well schools are performing and provide the appropriate support for schools to be successful. Just as the student report card communicates the student's achievement in school, the district will provide information on how well a school supports student growth and achievement through a School Performance Framework (SPF). This grant allows the district to support AIM in creating systems that ensure high quality instructional delivery and learning. The Galveston ISD School Board has participated in Lone Star Governance. They have set Student Outcome Goals and all our leaders understand the expectations are that every school in our district should be a high performing school.

Galveston ISD Theory of Action

System of Great Schools: If the district devolves autonomy from the central administration to campuses; and if the district empowers parents to make choices; and if the district creates performance contracts with campuses; and if the district annually evaluates performance of and demand for high performing campuses; and if the district makes strategic decisions regarding growing access to high performing schools and addressing low performers; then campuses will be able to accomplish the Board's student outcome goals while operating within the Board's other constraints.

(Lone Star Governance Manual, p.31)

The School Action Fund Planning Grant will allow us to explore "best-fit" options for AIM.

d) Please identify the district staff member to coordinate the planning grant and the qualifications of the identified staff member.

Dr. Annette Scott will coordinate the planning grant. Dr. Scott serves as the School Innovation Officer for the District. She works closely with the Superintendent and has been instrumental in supporting innovations throughout the District with the most recent being the implementation of the 1882 In-District Charter. Dr. Scott was responsible for the coordination and launch of the district's School Performance Framework.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

☒ Yes ☐ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

☐ Yes ☒ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- ☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year grant allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)	BUDGET
Teacher Extra Duty	40,000
Stipends for Professional Learning (After hours and summer)	30,000
PROFESSIONAL AND CONTRACTED SERVICES (6200)	
Matched School Action Technical Assistance Provider	50,000
SEL	10,000
FLIPPEN Group	25,000
SUPPLIES AND MATERIALS (6300)	
Instructional materials, resources, technology	50,000
OTHER OPERATING COSTS (6400)	
Staff Development, Travel, Miscellaneous	35,171
CAPITAL OUTLAY (6600)	
Total Direct Costs	240,171
Indirect Costs	9,829
TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)	250,000